DOCUMENT RESUME

ED 276 807 CE 045 736

TITLE	Promising Programs and Practices: Vocational Education for Limited-English-Proficient Students.
INSTITUTION	Chinatown Resources Development Center, San Francisco, CA.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	85
CONTRACT	CC-3-3-754
NOTE	62p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Community Colleges; *Curriculum Development; Job Development; Job Placement; *Limited English Speaking; Postsecondary Education; *Program Development; School Orientation; Student Evaluation; Student Placement; Two Year Colleges; *Vocational Education; *Vocational English (Second Language)
IDENTIFIERS	*Promising Practices

ABSTRACT

This resource guide provides practical information to educators directly involved with vocational education for the limited-English-proficient (LEP) population. Part I describes the nine major features of promising vocational education programs for LEP students: program approach, program duration, institutional support, staff commitment, vocational English as a second language (VESL), bilingual support, counseling and guidance, job development and job placement, and adaptation of existing courses and support services. Part II suggests specific practices for the effective operation of vocational education programs for LEP persons. They concern these eight areas identified as being of critical importance: intake, student orientation, student assessment and placement, VESL curriculum development, VESL instruction, counseling and guidance, job development, and job placement. Exhibits throughout this section include sample forms, questionnaires, lesson plans, and exercises. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

14. I2

ED276807

PROMISING PROGRAMS AND PRACTICES: VOCATIONAL EDUCATION FOR LIMITED-ENGLISH-PROFICIENT STUDENTS

developed by

Chinatown Resources Development Center

San Francisco, California

for the

California Community Colleges

1985

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Hayward

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE045736

BEST COPY AVAILABLE

This report is made pursuant to contract number CC 3-3-754. This project was supported by the Vocational Education Act (Subpart 3), P.L. 94-482, administered by the Chancellor's Office, California Community Colleges. The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

BEST COPY AVAILABLE

2A

TABLE OF CONTENTS

Introduction v

Part I: Promising Programs 1

- Program Approach 1
- Program Duration 3
- Institutional Support 4
- Staff Commitment 5
- Vocational English as a Second Language 6
- Bilingual Support 8
- Counseling and Guidance 9
- Job Development and Job Placement 10
- Adaptation of Existing Courses and Support Services 10

Part II: Promising Practices 13

- Intake 13
- Student Orientation 17
- Student Assessment and Placement 18
- VESL Curriculum Development 21
- VESL Instruction 30
- Counseling and Guidance 37
- Job Development 44
- Job Placement 51

List of Exhibits

- Exhibit I: Intake Record Form 15
- Exhibit II: Forms and Functions 22
- Exhibit III: Language Functions at the Workplace 24
- Exhibit IV: Assessing the Language Requirements of Jobs 26
- Exhibit V: Interview Questionnaire for Personnel Officers 27
- Exhibit VI: Interview Questionnaire for Line Supervisors 28
- Exhibit VII: A VESL Curriculum Matrix 29
- Exhibit VIII: Vocabulary Lesson Plan 32
- Exhibit IX: TPR Lesson Plan 34
- Exhibit X: Strip Story Lesson Plan 35
- Exhibit XI: Dialogue Lesson Plan 36
- Exhibit XII: Pair Practice Exercise for Food Service VESL 38
- Exhibit XIII: Pair Practice Exercise for Auto Mechanics VESL 39
- Exhibit XIV: Vocational Training Plan 42
- Exhibit XV: Listening Strategies 49

INTRODUCTION

In the Winter of 1983, Chinatown Resources Development Center (CRDC) was awarded a contract through the California Community Colleges to develop a comprehensive vocational education training model for the limited-English-proficient (LEP) population in California. In order to insure the model's applicability to practitioners in the field, CRDC studied the characteristics of seven successful vocational programs especially designed for LEP adults and facilitated the replication of effective practices used by these programs at four new sites.

CRDC has actively been providing community-based language instruction, vocational education, and employment services to LEP individuals for over 19 years. Begun as an English language center serving the influx of Chinese immigrants after the reform of the McCarran-Walter Act in 1965, CRDC has grown and expanded to provide a variety of services to a diverse population. Specializing in serving the LEP population, we have been and hope to continue utilizing the experience we have accumulated in this field to develop and refine the quality of education programs for those seeking to function effectively as members of a competitive society. This resource guide, Promising Programs and Practices, will hopefully contribute to the attainment of this goal. It is intended to provide practical information to educators who are directly involved with vocational education for a rapidly growing and significant population of students with special needs.

Five staff contributed to this project in its 18 months of duration. Dr. David Hemphill, who was in charge of the Education Program at CRDC for over six years, served as the Project Director and drafted this resource guide. With over five years experience in the field of employment, Stephen Mao, CRDC Employment Director, served as the Associate Project Director.

These two were assisted by CRDC personnel with a broad range of experience: Thomas Lee, Vocational English as a Second Language Specialist, and Andy Yee and Susan Chabot, Counseling and Placement Specialists. The efforts and commitment of all these individuals made the project a success.

CRDC would also like to thank the following people, without whose help this project would not have been possible. Rita Cepeda, our monitor from the Chancellor's Office, was extremely generous with her time and support. Many refinements of this project were due to her insights and advice. The administrators and staff of El Camino College, Torrance; Laney College, Oakland; Merced College, Merced; and San Joaquin Delta College, Stockton enthusiastically participated in the demonstration site component of this project and candidly shared their experiences. The personnel of the seven exemplary program sites cooperated in responding to endless inquiries and hosting many visits. The sites were the Center for Employment Training, San Jose; Evergreen Valley College, San Jose; Hacienda La Puente Adult School, La Puente; Long Beach City College, Long Beach; Rancho Santiago Community College District, Orange County; Wilson Adult School, Santa Clara; and San Francisco Community College District, Centers Division. A number of expert consultants also assisted the project. Finally, Linda Wing of ARC Associates edited and coordinated the production of this resource guide.

Chui-Lim Tsang
Executive Director
CRDC

PART I: PROMISING PROGRAMS

Nine major features of promising vocational education programs for limited-English-proficient (LEP) students were identified by the project. They concern: 1) program approach; 2) program duration; 3) institutional support; 4) staff commitment; 5) vocational English as a second language (VESL); 6) bilingual support; 7) counseling and guidance; 8) job development and job placement; and 9) adaptation of existing courses and support services. Each of these features is discussed below.

Program Approach.

The project found that training in promising vocational education programs for LEP students takes place in the classroom, the workplace, or both settings. Language skills, vocational skills, or both language and vocational skills may be the focus. There appear to be four major approaches.

In the first category are programs that simply provide VESL classroom training. Typically, the curriculum focuses on the general communication skills that are needed to competently function in the labor market. "Getting a Job," "Holding a Job," and "Moving Ahead on a Job" are common topics in such VESL courses.

In the second category are programs that combine VESL classroom training in an educational setting with on-the-job training at actual workplaces. These work experience programs are highly effective in terms of training and job placement. A student gains experience in real work tasks, experience that cannot be obtained in a classroom setting. The employer's observations of the student's performance on the job over a period of weeks or months may lead to a job offer. In this way, the student's work performance substitutes for a formal interview and, in some cases, a written employment test. Both

interviews and tests are sometimes barriers to employment for LEP students who are otherwise able to do the job.

In the third category of promising programs are those that provide vocational skills classroom training augmented by language support. In some cases, the language support takes the form of bilingual vocational instruction. In every case, VESL classroom instruction is provided. The VESL curriculum is usually coordinated with the vocational skills curriculum. For example, for students who are training to be auto mechanics, an Auto Mechanics VESL course is offered in which the focus is on the communication skills needed to function effectively in both the auto mechanics classroom and an actual auto mechanics shop.

In the last category of promising programs are those that provide VESL instruction at places of work to employees. The purpose of these worksite programs is to enable entry level workers to improve their communication skills so that they can: 1) perform better in their current jobs; or 2) seek promotion to higher positions. Such programs are established in response to a frequently stated observation of employers, namely, that limited English proficiency is the only barrier to the upward mobility of otherwise well-qualified employees.

Clearly, the four program approaches described above are designed to meet the needs of different LEP populations. The worksite and VESL classroom programs are appropriate for LEP individuals who need to sharpen their language skills but not necessarily their vocational skills. The work experience and vocational training with language support programs are appropriate for LEP students who need skills development in both areas. Thus, more comprehensive training is provided. The discussion in the balance of

this resource guide pertains mainly to the two types of comprehensive vocational education programs for LEP students.

Program Duration.

The project found that promising programs are either short-term, that is, less than one year long, or long-term, that is, more than one year long. Program duration depends not only on the length of time needed to develop the students' vocational skills, but also on the length of time needed to develop their communicative proficiency.

Short-term programs are most often found in adult schools and community-based organizations. If in community colleges, they are usually special, categorically-funded programs. Food service and building maintenance are two examples of the occupational areas in which training is typically provided. Short-term training programs are successful due to one or more of the following factors: 1) the focus is on entry-level jobs that require technical and communicative skills that are relatively easy to teach; 2) the students enter the program with intermediate level English proficiency and are therefore well-prepared for both vocational and VESL instruction; or 3) the students enter the program with low level English proficiency but are provided with bilingual vocational instructional support and/or intensive VESL instruction to raise their skills to the level needed for a realistic chance of securing employment.

Long-term training is offered by community colleges that award technical certificates to program graduates. Training for crafts and paraprofessional jobs is typically provided.

The textbooks for most technical skills courses are written at relatively high reading levels, and lectures are used as a major method of instruction. Therefore, the students who enter long-term programs generally have inter-

mediate to advanced levels of English proficiency. In addition, VESL classroom instruction tends to focus on the development of the reading comprehension and study skills needed to succeed in the technical courses.

The project found that the extent of VESL classroom instruction is reduced after the first year in long-term programs. To compensate, several programs use learning centers where the students receive individualized VESL assignments to continue building their English skills.

Institutional Support.

Promising vocational education programs for LEP persons have strong institutional support. The project identified the strategies used by program managers to: 1) convince higher level administrators of the need to engage in vocational program development for LEP students; and 2) maintain administrative support, both philosophical and financial, after a program has been established.

Program managers know who the key decision makers are at different administrative levels. They have identified the "movers" and "blocks" with regard to establishing and continuing vocational programs for LEP students. To build support, program managers acted assertively, often hand carrying important documents and proposals to administrators for review and approval. To sustain support, they keep opinion makers both inside and outside the institution informed about: 1) the specific needs and characteristics of the vocational program's LEP student population; 2) innovative program practices and materials; and 3) program success. A common strategy used to keep the program highly visible is to invite administrators and community and business leaders to observe classes or meet outstanding graduates of the program.

Managers of promising programs also develop external networks with colleagues in other institutions. Professional conferences provide opportunities to establish such networks, which are used to gather information about new legislation, program models, curricula, and funding sources. These kinds of information are cited to convince administrators within the institution of the importance of vocational programming for LEP students.

Staff Commitment.

In promising vocational programs for LEP students, both vocational skills instructors and VESL instructors have a high level of commitment to interdisciplinary collaboration. However, the project found that the partnership between the two faculty groups can be tenuous.

The two groups of instructors normally operate on completely separate "turfs." Comprehensive vocational education programs for LEP students place new demands upon them. For example, VESL instructors need to review vocational course outlines and materials and observe vocational classes in order to gather the information needed to develop an occupation-specific VESL curriculum. Vocational instructors are often uncomfortable with this scrutiny. VESL instructors are frequently uneasy about having to become familiar with a content area in which they have no previous training or experience. Both sides may feel uncertain about working with people outside their respective disciplines. The project found that promising programs systematically organize staff development workshops and other activities to increase the understanding of vocational skills instructors and VESL instructors of their different but complementary roles and to assist them in implementing their new responsibilities.

Vocational English as a Second Language.

It is self-evident that a key component of promising vocational education programs for LEP students is VESL training. The project found that most programs offer VESL courses, although learning centers, as discussed earlier, are also used in some cases. Programs differ in terms of when VESL instruction is offered. They also vary in terms of VESL curriculum content.

Some programs provide VESL training to LEP students prior to their entering vocational classroom training. These programs are effective for one or both of these reasons: 1) the VESL instruction is long and intensive enough to enable the students to acquire the communicative skills needed to capably perform in vocational skills courses without any further VESL assistance; or 2) the students possess an intermediate level of English proficiency upon program entry.

Some programs provide VESL instruction concurrently with vocational skills training. These programs are effective for one or both of the following reasons: 1) the students' vocational skills acquisition is enhanced by their VESL training and vice versa; or 2) at least initially, the vocational skills curriculum is modified in order to accommodate the English proficiency level of the students.

Some programs provide VESL instruction both prior to and concurrently with vocational skills courses. These programs are effective because they provide comprehensive English language training. Students with minimal English proficiency have the opportunity to substantially improve their communicative and vocational skills in such programs.

Just as promising programs differ in when VESL instruction is offered, they vary in terms of the occupational content of the VESL curriculum. The diagram below is helpful in examining VESL curriculum content diversity.

THE VESL CURRICULUM CONTENT CONTINUUM

The SPECIFIC End	The MIDDLE	The GENERAL End
Occupation-Specific VESL	Occupational Cluster VESL	General Occupational VESL
(e.g. Welding VESL)	(e.g., Public Contact VESL)	(e.g., Job Search VESL)

At one end of the continuum are VESL courses that develop the communication skills specific to an occupation. Courses entitled "welding VESL," "Clerical VESL," or "Dental Assistant VESL" are typical.

An occupation-specific VESL course is closely coordinated with the corresponding vocational skills course in three ways. First, a minimum number of LEP students enrolled in a particular occupational program is required in many community colleges to justify the establishment of a matching VESL course. Second, the scope and sequence of the VESL curriculum are based on the vocational skills course outline, materials, and text. Third, VESL instruction is dependent on access to the tools, equipment, and other realia used in the vocational skills class or laboratory. This access is crucial, for example, for vocabulary exercises on pronouncing, reading, and writing the names of tools.

At the other end of the continuum are VESL courses that focus on the communication demands that are general to all occupations. Courses entitled "Job Search VESL" or "Career Planning VESL" are typical. The informational content and vocational skills aspect of general occupational VESL courses are congruent with those of courses typically offered by vocational counselors.

In the third continuum category are VESL courses that develop communication skills that cut across related occupations. Courses entitled "Public Contact VESL" or "Industrial Safety VESL" fall into this category. Occupational cluster VESL is a relatively new concept. Curriculum development is

somewhat problematic, for it is difficult to design materials that are neither too general nor too specific to meet the needs of students who are training for loosely related but different occupations.

In most promising programs, more than one of the VESL curriculum content areas noted above is covered. For example, a program may emphasize "Electronics VESL" in its early and midterm phases and then "Job Search VESL" in the final phase, when the students begin seeking employment. The project found that promising programs study all three content options and undertake appropriate curriculum planning, depending upon the local mix of student needs and occupational and labor market requirements.

Bilingual Support.

The use of bilingual support represents a valuable program option in the operation of vocational training programs for LEP students. In the ideal bilingual vocational training program, LEP students from a single language background are provided with vocational skills instruction bilingually in their first language and in English. The students are also given VESL instruction. However, the project found that it is seldom the case--except in a few federally-funded bilingual vocational training projects--that LEP students of only one language background are enrolled in a given vocational program and in a given occupational area in sufficient numbers to enable the use of only two languages of instruction. More often it is the case that LEP students come from several language backgrounds, thus rendering bilingual vocational instruction impractical. However, promising programs find it desirable and quite manageable to make use of the students' first languages in other ways.

Bilingual aides have been used with repeated success in a number of promising programs. They provide valuable assistance as instructional aides in the classroom, as tutors, as interpreters in counseling sessions, or as

translators in the preparation of bilingual support materials.

Needs assessment surveys and recruitment, program orientation, and counseling and guidance materials have been shown to be maximally effective when written both in English and in the languages of targeted LEP students. Concerning vocational classroom materials, many programs provide bilingual safety rules to insure the proper student use of machines and tools. Some provide bilingual course summaries.

Counseling and Guidance.

Because many are newcomers to the United States, LEP students often operate on incomplete or faulty information about educational programs. Many have a haphazard understanding of the opportunities available within the California educational system. Transfers, for example, between one occupational area to another or between vocational programs and academic programs, may be unknown or confusing to LEP students. Similarly, LEP students tend to be ill-informed about the American world of work: how the job market operates or what is expected in terms of training, work habits, and attitudes. Therefore, they are likely to have misconceptions about their vocational education needs.

Ironically, LEP students appear to rely on each other for information. A recent survey of LEP students found that they most frequently turn to their peers for educational information. Teachers were the next most frequently cited source of information, and counselors were seldom mentioned.

Within this context, promising vocational programs for LEP students provide extensive counseling and guidance services in several or all of these areas: intake, orientation, career planning, assessment, advisement, job development, and job placement. Delivery methods range from the systematic inclusion of career planning or job search units within the VESL course

curriculum to regularly scheduled counseling sessions for small groups of students.

Because counselor positions have been significantly decreased in the California educational system in the last decade, these services may or may not be delivered by those with traditional credentials. However, the service providers are invariably well-trained in the strategies that meet the needs of LEP students. In general, they are also bilingual and/or are supported by bilingual aides or materials.

Job Development and Job Placement.

Many employers are unaware of the assets of LEP workers. In addition, the job search process is filled with cultural and linguistic barriers for LEP individuals. Thus, LEP vocational students need job referral assistance, substantial training in job search techniques, and job follow-up services performed by staff who can serve as cross-cultural intermediaries between them and employers.

In almost all the promising programs studied by the project, these needs were addressed by strong job development and job placement components. Most programs had at least one staff person devoted to these functions, and some programs had several persons working on these important areas. Most often, these staff positions are funded through special, categorical grants. The project also found that vocational instructors frequently have solid networks of employer contacts in private industry and perform job placement for students.

Adaptation of Existing Courses and Support Services.

The project found that the capacity of a program to make creative use of existing courses and support services is a key factor in promising vocational programming for LEP students. Instead of designing completely new courses,

some programs find it appropriate to offer new sections of existing courses. The new sections are specifically targeted for LEP students. Career exploration or counseling courses have been successfully adapted in this way. Work experience courses, often a part of existing community college curricula, have been also adapted to meet the needs of LEP students.

The adaptation of existing courses is done primarily in the interest of saving time in program implementation. Time spent in securing bureaucratic approvals of new courses is minimized, and time spent in substantive curriculum planning and development is maximized. It goes without saying that simply changing the name of an existing course is insufficient to make it appropriate for presentation to LEP students. Adaptation based on a careful analysis of the students' needs is always done by effective programs.

Many community colleges possess impressive student support services such as learning centers and career centers. However, these services are not always accessible to LEP students. Promising programs provide in-service training to existing support services staff regarding the needs of LEP students and methods to address those needs. Program staff then make frequent referrals of LEP students to these centers. In addition, bilingual resources are often provided to the centers to enhance service delivery.

PART II: PROMISING PRACTICES

Specific practices for the effective operation of vocational education programs for LEP persons are suggested in this section. The practices concern eight areas that the project identified as being of critical importance: 1) intake; 2) student orientation; 3) student assessment and placement; 4) VESL curriculum development; 5) VESL instruction; 6) counseling and guidance; 7) job development; and 8) job placement.

Intake.

As previously indicated, many LEP students who are newcomers to the United States may have inaccurate and/or incomplete information concerning American education and work and correspondingly unrealistic plans and expectations concerning vocational training. Therefore, it is recommended that all vocational education programs for LEP students establish a systematic process to gather information about prospective students. This process is commonly known as "intake." During intake, potential students are interviewed by trained staff. In some cases, intake also involves the formal assessment of the student's language or technical skills. The purpose is to determine whether or not there is a good match between the student's background, needs, and interests and the program's goals, courses, and services.

The following are general areas that program staff may wish to address during the intake interview. This listing should be adapted to meet specific program needs. Exhibit I is a form that can be used to record the information collected during intake.

1. Vital Statistics
   a. name
   b. sex
   c. marital status
   d. birthdate
   e. address
   f. telephone number

g. native language
h. months of residence in U.S. (if applicable)
i. immigrant or refugee status (if applicable)

2. Educational Background
   a. educational attainment in native country
   b. educational attainment in U.S.

3. Motivation
   a. previous employment experience
   b. efforts made to improve vocational and language skills

4. Financial Need
   a. present employment status
   b. length of time unemployed or underemployed
   c. number of dependents
   d. family income level

5. Plans and Expectations
   a. immediate employment goals
   b. salary range desired
   c. long term career goals
   d. plans for further education

Intake interviewing is done most efficiently by staff who are bilingual. If no bilingual personnel are available, then bilingual application forms and program informational materials must suffice.

In the preparation of bilingual support materials, programs should follow a few common sense guidelines. To insure accurate, simple, and clear versions that students lacking a high level of native language literacy can read, the materials, once translated, should be checked by another bilingual person (not the translator). Both the English and native language versions of materials should always accompany each other so as to be comprehensible to both English and non-English readers.

English monolingual intake staff can use the following strategies to facilitate communication with LEP students:

1. Speak clearly and slowly.
2. Use simple words and short sentences.
3. Do not speak louder than normal.

EXHIBIT I: INTAKE RECORD FORM

I. VITAL STATISTICS

Student Name _____ Native language _____

_____ Male _____ Female Immigrant or refugee status _____

_____ Married _____ Single Mos. of U.S. residence _____

Birthdate _____ Address _____ Telephone Number _____

II. EDUCATIONAL BACKGROUND (circle highest level attained)

Grade School 1 2 3 4 5 6 7 8 High school graduate Abroad or United States

Middle School 1 2 3 4 Form 5 Form 6 College graduate Abroad or United States

College 1 2 3 4

III. MOTIVATION

A. Previous employment experience

Company	Location	Position	Dates of Employment	Duties	Salary	Reason(s) for Leaving

B. Previous vocational training

Courses completed _____

Name of school _____

Dates attended _____

C. Previous English training

Courses completed _____

Name of school _____

Dates attended _____

IV. FINANCIAL NEED

Current employment status _____ Length of time un- or underemployed _____

Number of dependents _____ Family income: poverty level ___ above poverty level ___

V. PLANS AND EXPECTATIONS

Immediate employment goal: _____ Educational goal: _____

Salary desired: _____ Career goal: _____

VI. OVERALL RATINGS (1 = low, 5 = high)

Oral Language in Relation to Occupational Interest	1	2	3	4	5
Skills in Relation to Occupational Interest	1	2	3	4	5
Motivation	1	2	3	4	5
Need for Training	1	2	3	4	5

Comments _____

Interviewer _____ Interview Date _____

4. Do not use "baby talk" or pidgin English. Use grammatically correct English.

5. Avoid the use of jargon. (For example, don't ask: "Have you been through the intake interview process here before?" Do ask: "Did you come here before? Did somebody interview you here before?")

6. Don't use slang or idioms. Standard English is more easily understood. (Don't say: "Students here really get off on this program." Do say: "Students here really enjoy this program.)

7. Rephrase sentences using different words or give several examples if the student does not readily understand you.

8. Avoid asking too many questions that can be answered with "yes" or "no." This is because students may answer "yes" to avoid disagreeing or showing disrespect. Do ask questions that start with "what," "when," "where," "how," or "why."

Intake staff should be trained to assess the equivalence of education and work experience that were obtained abroad with education and work experience acquired in the United States. The staff may, for example, have to make judgments about the match between a student's schooling in an Asian or Latin American country and program entry standards.

Intake staff also require training in understanding the immigrant or refugee backgrounds of many LEP students. For example, it is important for staff to avoid making the intake interview a threatening situation for the student. Many LEP persons, refugees in particular, have undergone unpleasant experiences of interrogation in their own countries and/or in refugee camps; and the intake interview may remind them of these experiences. Program staff must put the student at ease by using the student's own language (even a few words, however badly spoken, can reduce anxiety), by not keeping students waiting, by avoiding an officious or self-important attitude, and by showing genuine personal concern for the needs of each student as an individual.

Organizing a smooth-running intake process takes some effort. The following is a list of planning and organizing tasks for administering an intake

process. Individual programs should select from the list as needed.

1. Recruit potential students.
2. Identify and train staff members to perform intake.
3. Implement a system for scheduling intake interviews (and testing, if applicable).
4. Monitor daily and weekly applicant flow.
5. Inform intake staff of any changes in intake policy or procedures, or of any program schedule changes.
6. Implement and maintain an intake record-keeping system.
7. Inform (by phone or mail) students who have been accepted by the program or referred to a more appropriate program.

Student Orientation.

Initial program orientation and on-going program orientation are recommended. Initial orientation is provided at the start of the program. It has three purposes: 1) to inform students about the specifics of the program's requirements, curriculum, schedule, etc.; 2) to emphasize the students' rights and responsibilities; and 3) to introduce students to the program staff. The orientation officially marks the students' entrance into the program, just as a graduation ceremony formally marks successful completion. The symbolic importance of orientation should not be underestimated. The orientation shows the students that their entrance into the program is an important event for all concerned, both students and staff.

Initial orientation is also important because it helps students to identify with their peers. They meet each other and begin to see that they are united by common needs and interests. A network begins to be established.

Initial orientation is best provided to small groups of students. ESL techniques should be used in order to insure student participation and understanding. Visuals and bilingual handouts and student handbooks should be distributed.

The staff should explain the "mechanics" of the program, "how this place works." They should anticipate questions such as: "How do I decide what classes to take?" "What are attendance requirements?" "Does the program help to find a job?"

The staff should also explain how instruction and support services are provided in the program. They should anticipate questions like these: "How large are the classes?" "Are there examinations?" "Is there homework?" "What about child care or transportation problems?" "Can I transfer between different parts of the program?" "Whom do I talk to if I have problems or complaints?"

On-going orientation is needed for three reasons. First, few students can internalize the volume and complexity of information that is usually presented in one orientation session. Second, as the students become immersed in the training, it is likely that they will have more questions and concerns to discuss. Third, there may also be key junctures in the program when a formal refocusing on program priorities can be helpful.

On-going orientation can be conducted as a series of two or three separate sessions, or it may be provided as a part of classroom instruction. Using class time to provide orientation information is as important to students as learning job skills, because their first step to getting a job is to succeed in the program. On-going program orientation can cover such topics as staff roles, availability of support services, and the purposes of new or upcoming program activities.

Student Assessment and Placement.

Placing LEP students in vocational and VESL classes involves the difficult tasks of assessing English proficiency and establishing entry standards. In addition, the students' vocational skills and interests must be evaluated.

Are students pre-literate or low, intermediate, or advanced in their English communicative proficiency? What are their stronger and weaker areas of communication skills? These questions can be answered to some degree through the use of ESL placement tests.

It is preferable to use a battery of tests rather than a single written grammar test. Listening test scores reflect aspects of a student's communicative ability that written test scores do not. Structured oral interviews can also provide a measure of oral language proficiency.

It is vital that programs select and/or design language test instruments that are appropriate for LEP students. It is essential to avoid using tests that have been developed for native English speakers and have no established validity for LEP persons. Such tests are likely to represent barriers to full participation in vocational education by LEP persons. One list of potentially appropriate tests is found in the San Francisco Community College District ESL Master Plan.

Some vocational courses may already have existing entry standards such as reading grade levels or scores on standardized reading tests. It is important to scrutinize these standards with respect to LEP students to insure that they do not serve as needless barriers to enrollment. If existing standards are not valid for LEP students, it is recommended that the program develop an "informal local norm." This is done by testing students who are already in the program and who are meeting course expectations. If the average score among them is, for example, "23," then it is a good bet that students scoring well below "23" will have difficulty in that course.

Some students are confused regarding the importance of English language assessment and placement. They want to begin vocational skills training immediately. It is important that the placement staff help students become

cognizant of the fact that communicative proficiency is a bona fide work requirement. Otherwise, they may fail to take the language assessment process seriously; and their motivation to enroll and succeed in required VESL courses may be lacking.

Vocational skills must also be assessed before placing students in classes. Gathering this information from LEP students is difficult, both because of the language barrier that may exist and the possible lack of equivalence between skills developed abroad and skills that are needed for vocational training in this country. However, some skills are simple to test. For clerical training programs, for example, typing tests can be given. Math tests are administered by a variety of occupational training programs that require math proficiency as a bona fide job skill. Sometimes tests of mechanical reasoning or spatial relations are appropriate. However, LEP students may be unfamiliar with such tests. Tests where students perform simple mechanical manipulations may be more valid, for they generate less confusion. Programs that train students for occupations such as electronics assembly, where color coding is prevalent, may require students to pass a test for color blindness.

The interests of LEP students should be an important factor in class placement. Whenever possible, a student's choice should be given primary consideration. However, it is also important for staff members to provide direction to students by recommending courses based on realistic goals.

As previously indicated, because of dissimilarities between their native countries and the United States or because of general inexperience in the labor market, LEP students may have inaccurate notions of what work is like in a specific occupation. Program staff must provide comprehensive occupational choice information to LEP students. This might be done through a

career planning course at the start of the program, during which time students can consider their options before committing to one specific occupational area.

It must also be noted that few existing vocational assessment tests are appropriate for LEP students. However, one source of information regarding potentially valid instruments is the California Adult Student Assessment System of the San Diego Community College District. This system has developed both a comprehensive listing of vocational assessment instruments and a series of instruments that assess entry level competencies for a series of industrial occupations.

Assessment and placement need not be conducted by a certain department or a single staff member. Both instructors and counselors, if trained, are appropriate staff.

VESL Curriculum Development.

Establishing and maintaining a viable VESL curriculum is a complex task. It requires creativity, research, and time. A VESL curriculum that accurately reflects both changing workplace needs and shifting student needs is never truly completed; it will always require modification and refocusing.

It must be noted that VESL is a subfield of "English for Specific Purposes," or ESP. ESP has grown considerably on an international scale in the last decade. A basic assumption of ESP is that English teaching should focus on the practical communicative tasks faced by the learner. ESP courses thus have a functional emphasis such as "English for banking," "English for academic study," or "English for tourists."

As Exhibit II shows, different communicative functions can be conveyed by using the same words or form; and the same function can be conveyed by using a variety of words or forms. In VESL curriculum development, then, a

EXHIBIT II: FORMS AND FUNCTIONS

	FORM	FUNCTION
1.	Excuse me.	asking for forgiveness getting attention interrupting
2a.	I'm tired! Why don't you drink coffee?	giving advice
b.	I don't drink coffee. Why don't you drink coffee?	asking for information
3a.	Barbara? Yeah?	expressing acknowledgement
b.	You wanted 40 weight? Yeah.	indicating agreement
c.	Do you want to go for a drink after the workshop? Yeah.	answering a question
d.	You take a wrench... Yeah... And then whack it a couple of times.	continuing a conversation
e.	Go straight for 3 blocks... Yeah.	showing understanding
f.	I'm gonna kick your ass! Yeah?	issuing a challenge
4a.	Please open the window.	making a request to open the window
b.	Would you open the window?	
c.	I wonder if you would mind opening the window?	
d.	It might be a good idea to open the window.	
e.	It's very stuffy in here, isn't it?	

first step is to identify the communicative functions that are to be taught. Exhibit III is a list of functions generally found in workplaces. The curriculum developer should modify the list as needed and then undertake the tasks of identifying corresponding vocabulary, language structures, and situations. To accomplish all this, it is necessary to gather information about the communicative and other task demands of occupations. Four major sources of information are: 1) other programs; 2) commercial texts and materials; 3) vocational skills instructors; and 4) private industry.

There are a number of vocational programs for LEP students that have been involved in VESL curriculum development. These programs are generally willing to share information and materials which can serve as the basis for the development of a new curriculum. It is important to reciprocate in some way, for example, by providing copies of the newly developed materials.

Commercial texts and other materials which address basic skills development for vocational students are useful references. However, since these materials are designed for native English speakers, they have some limitations. They do provide good visuals that can be used to illustrate VESL lessons. They also contain the core vocabulary items that need to be taught, as well as the key reading-related job tasks or processes that students will be required to learn. However, the materials do not identify all the communicative skills that LEP students must acquire to successfully operate in the vocational classroom or on the job.

The vocational skills instructor is a rich source of information. The curriculum developer should research vocational course outlines, visual materials, handouts, texts, student performance expectations, teaching methods, and related resources. The vocational instructor can often provide important

EXHIBIT III: LANGUAGE FUNCTIONS AT THE WORKPLACE

1. Counting numbers.
2. Identifying objects by codes.
3. Telling the time, asking and answering questions about time.
4. Reading printed times.
5. Talking about measurements.
6. Writing down measured quantities.
7. Identifying oneself by name, place of work, department, and position.
8. Pronouncing and spelling one's name clearly.
9. Introducing oneself.
10. Introducing other people.
11. Greeting someone at the start of the day.
12. Greeting someone after a weekend.
13. Responding to greetings.
14. Saying farewell at the end of the day.
15. Identifying a personal belonging.
16. Talking about one's family.
17. Describing a person's appearance.
18. Getting the attention of a colleague.
19. Correcting someone politely.
20. Apologizing.
21. Asking for and giving an explanation about something wrong.
22. Making polite requests.
23. Repeating and responding when not understood.
24. Indicating failure to hear or understand.
25. Requesting help.
26. Responding to a request for help.
27. Listening to and repeating the basic essentials of a message.
28. Listening to and repeating instructions.
29. Reporting back an answer to a message.
30. Listening to, repeating, and passing on information to a third person.
31. Understanding and talking about a diagram.
32. Describing mechanical processes.
33. Indicating sequence and logical relationships in a process.
34. Explaining the tasks in a process.
35. Alerting someone to look out for something in a job sequence.
36. Indicating important job responsibilities.
37. Indicating locations and giving directions.
38. Showing someone around the workplace.
39. Giving warning of danger.
40. Inquiring about possible dangers.
41. Giving instructions on job safety.
42. Pointing out a hazard.
43. Reporting a minor personal injury.
44. Understanding safety notices.

Adapted from Industrial English, T.C. Jupp and S. Hodlin, Heinemann Educational Books, Exeter, New Hampshire, 1975.

insights into the communicative problems of LEP vocational students.

The final and most important source of information is private industry. Inadequate research has been done to systematically identify the English demands of jobs. Therefore, it is of critical importance that VESL curriculum developers visit workplaces to collect data. Program managers need to provide release time so that these important site visits can be made.

Vocational skills instructors and private industry members of program advisory committees are good sources of introductions to appropriate workplaces. Written and oral data should be collected during the workplace visit. Written data include company manuals, safety information, job application forms, job descriptions, pre-employment tests, and in-house training materials. Oral data include interviews with supervisors and workers about the kinds of communicative interactions that will confront LEP students on the job. Exhibit IV suggests categories of information that should be collected from the workplace. Exhibits V and VI contain questionnaires that can be used to interview people in workplaces when collecting VESL information.

Data collection needs to stop at some point, and the curriculum developer must organize and analyze what has been collected and begin to determine what communication patterns should be taught. The matrix in Exhibit VII is extremely useful in VESL curriculum planning. It describes a way of cross-referencing language requirements and content areas. Once the curriculum is designed in a format similar to that shown in the exhibit, the curriculum developer should generate appropriate learning activities, examples of which are described below. It should be noted, however, that after an initial curriculum has been established, it is important for there to be periodic, ongoing communication with workplace personnel in order to insure that the

EXHIBIT IV: ASSESSING THE LANGUAGE REQUIREMENTS OF JOBS

1. Functions.
   Does the worker have to:
   - -report or describe?
   - -ask questions?
   - -express agreement or disagreement?
   - -clarify instructions?
   - -ask permission?
   - -make suggestions?
   - -make requests?
   - -greet people?
   - -give advice?
   - -check to see if his or her work is done correctly?

2. Situations.
   Does the worker have to:
   - -make small talk with customers?
   - -get tools/supplies/parts from a supply clerk?
   - -report when he or she has completed an assignment?
   - -arrange a schedule?
   - -request assistance from a supervisor?
   - -explain an equipment malfunction?
   - -report a hazardous condition?
   - -explain a procedure to a customer?

3. Vocabulary.
   What words and phrases are used?
   Does the worker have to aurally understand these words?
   Does the worker have to say the words in questions?
   Does the worker have to read the words on signs, labels, in catalogs, orders, manuals and diagrams?
   Does the worker have to write the words on orders, reports, notes, requests and employment tests?

4. Structures.
   Does the worker have to:
   - -use specific grammatical structures to perform the above functions?
   - -distinguish between future and past actions?
   - -use indirect and polite forms?
   - -make space and time sequence distinctions?
   - -make conditional statements and ask hypothetical questions?

5. Register.
   Does the worker have to:
   - -discern which expressions are appropriate in speaking to different groups of people?
     e.g. worker to co-worker, worker to supervisor
     worker to customer, worker to subordinate
   - -discern language appropriate to different settings?
     e.g. on the job
     on breaks
     in meetings
     in customer relations

EXHIBIT V: INTERVIEW QUESTIONNAIRE FOR PERSONNEL OFFICERS

1. What is the product or service that the company provides?

2. What is the organizational structure of the company?

3. How many levels of management are there?

4. How large is the company in terms of number of plants, geographic area covered, etc.?

5. How many employees are there?

6. What are the various categories of employees?

7. Are there any bilingual staff in supervisory positions?

8. What experience has the company had with LEP workers?

9. What are the company's hiring procedures?

   a. How are the application forms filled out? On-site, outside the company and mailed in, etc.?

   b. What kinds of interviews are there? Who interviews? How are the interviews judged?

   c. What kinds of tests are there? Physical, psychological, language, other?

10. What are the employment policies? Hours/shifts, benefits (life, insurance health, education), vacation, workdays, sick days, docking, overtime?

11. What are the policies and opportunities for advancement/promotion?

12. What are the requirements for the jobs now available?

Adapted from work done by Linda Mrowicki, Northwest Educational Cooperative, Arlington Heights, Illinois.

EXHIBIT VI: INTERVIEW QUESTIONNAIRE FOR LINE SUPERVISORS

1. What is the physical layout of your factory? Lunch room, restrooms, time clock, parking, locker, first aid, maintenance?

2. What clothing is appropriate/required/furnished?

3. What equipment is appropriate/required?

4. What equipment or tools are supplied by the company and what must be supplied by the employee?

5. What is the role of the union?

6. What procedures do you follow for absenteeism and tardiness?

7. What safety procedures do you follow?

8. What is the procedure for checking in and out?

9. What is the daily routine of a worker?

10. What type of breaks for lunch, coffee, etc. are there?

11. Who would the workers report to if they were hurt? If they have paycheck questions? If they need new materials? If they have broken machinery?

12. Do your employees have to write reports or read technical manuals?

13. Who do the workers orally report or talk to?

14. What kinds of English skills do the workers need to do their jobs?

15. What forms do the employees need to fill out? May we have copies?

Adapted from work done by Linda Mrowicki, Northwest Educational Cooperative, Arlington Heights, Illinois.

EXHIBIT VII: A VESL CURRICULUM MATRIX

LANGUAGE REQUIREMENTS	CONTENT AREAS				
	EQUIPMENT AND MATERIALS	SAFETY	MATH	PROCEDURES AND PROCESSES	QUALITY CONTROL
1. VOCABULARY	Names, descriptions, and uses of equipment and materials, including component parts and storage places.	Safety rules, procedures, personnel.	Arithmetic operations (add, subtract, etc.); numbers, including fractions and decimals; units of measurement (pound, gallon, etc.); metric equivalents.	Vocabulary used to describe steps in procedures, time words (before, after, as soon as, while, next), names and functions of related personnel and departments.	QC terms (e.g., approved, rejected, etc.), standards, and procedures.
2. SITUATIONS	Ordering, storing, using, detecting defects, repairing.	Making safety checks, reporting and handling emergencies, discussing work-related health benefits.	Reading meters, blueprints, diagrams, manuals, and catalogues; making measurements; doing calculations.	Giving and receiving instructions, following directions, problem-solving, reporting work done.	Pointing out errors, getting work approved, correcting rejected work, reading specifications, recommending improvements.
3. FUNCTIONS	Identifying, requesting, reading manuals, following directions.	Issuing warnings, requesting help, reporting safety hazards and conditions.	Identifying objects by codes, counting, requesting, reading manuals, following directions, writing measured quantities.	Verifying, clarifying, requesting information.	Asking for approval, cause of rejection, and how to correct mistakes.
4. STRUCTURES	To be, used for, what part is it?, what kind of ___ is it?, what's it made of, prepositions.	Never, always, be sure to ___, make sure that, avoid, "-ing" forms, "Why?" questions.	"How" questions (e.g. "How is ___ measured?"	Simple and compound sentences showing order and sequence, all tenses.	Yes/no questions with tags: "too ___" "not enough," etc.
5. REGISTER	With instructor or supervisor, with co-workers, with customers, with subordinates, in meetings or private conversations, during breaks, with appropriate degree of assertiveness.				

Adapted from "Occupation-specific ESL Needs Assessment," developed by Linda West and Betty Wilkinson, Chinatown Resources Development Center, San Francisco, 1981.

VESL curriculum continues to accurately reflect the communicative demands of work.

VESL Instruction.

Teaching VESL is simply an application of ESL techniques to a specific work-related context. However, certain techniques are more effective than others. Five are recommended: 1) vocabulary activities; 2) total physical response lessons; 3) strip stories; 4) dialogues; and 5) pair practice.

No matter what philosophy of language teaching a VESL instructor adheres to--functional, structural, or situational--there is always the need to teach vocabulary to LEP students. However, too many programs teach students endless lists of vocabulary words without providing them with the communicative skills to string the vocabulary together into meaningful utterances. Another common problem is vocabulary overload, where instructors decide that students must learn an incredible volume of vocabulary that they will, in fact, never retain. It is much better to limit the number of vocabulary items to be taught and to review those words repeatedly.

It is ideal in VESL to teach vocabulary by using realia. For example, if the term "wrench" is being taught, the instructor holds up a wrench. Gaining access to the actual tools of the trade, then, is an important part of good VESL teaching. If access to vocational laboratories or vocational classrooms is limited, it is still helpful to schedule a brief student visit to the laboratory/classroom to view the vocational equipment and tools. Later, visuals can be used in the VESL classroom. However, without access to realia, it is sometimes difficult to convey the vocabulary concept, even if two-dimensional sketches or photographs are used as substitutes. This is particularly true with small machine components or parts.

Visuals are, however, a very important part of teaching VESL vocabulary. Experienced VESL teachers are constantly searching for good quality visuals for classroom use, particularly black line drawings that can be easily reproduced. Sources of visuals include vocational texts, commercially available visuals, catalogs, and trade journals. If resources permit, photographs or slides are helpful. It is generally necessary to have relatively large visuals (at least 8½" x 11") for use as flash cards with a large group, as well as smaller versions for use as student handouts.

Exhibit VIII is a sample vocabulary lesson plan for an Upholstery VESL class. Note that the instructor first displays realia or flash cards and names them. The students repeat the instructor's pronunciation, and the instructor corrects pronunciation errors. The instructor names a vocabulary term, and a student must pick the appropriate flash card or realia. Then the student names the item. Following that, there are other exercises to reinforce pronunciation and word recognition. Spelling is introduced, and evaluation exercises are assigned. The underlying point in this sample lesson is that repeated review is needed, continuing over several days.

Total physical response (TPR) is a teaching technique that requires students to respond physically to a variety of commands in order to demonstrate comprehension. The game of "Simon Says" is a simple example of a TPR activity.

The belief is that the performance of a physical movement in response to an utterance aids language learning in a holistic way. It is also argued that TPR is particularly appropriate for use in VESL instruction for two reasons: 1) the student's goal in vocational training is to learn how to perform sequences of physical actions that comprise job tasks in a specific occupation; and 2) the "command" nature of TPR activities ("Do this," "Put that over

EXHIBIT VIII: VOCABULARY LESSON PLAN

Rationale: Upholsters need to understand and say the names of supplies used in the various production steps in order to follow directions, ask questions, and make requests using them.

Vocabulary: no sag cl ρ, no sag nail, no sag spring, helical, burlap, fox edging.

Visuals: samples (or flash cards) of each item, labels for each item.

Procedure:

1. Instructor displays props, models pronunciation.
   Students observe and repeat.

2. Instructor attacks pronunciation problems with exercises, e.g., /-g/ and /-ks/.

3. Instructor says "Use _____."
   Student repeats, selects correct item.

4. Instructor gives a label to a student.
   Student reads, matches with appropriate item.

5. Instructor gives item to student.
   Student says name, finds correct label.

6. Instructor shows item.
   Students write the correct term.

7. Instructor uses unscrambling the letters and other exercises to reinforce spelling.

8. Instructor evaluates with handout in which the students must write the name of each item pictured.

there," etc.) is congruent with the kinds of directions the students receive from vocational skills instructors and job supervisors.

TPR activities, like vocabulary activities, are best conducted with props, either occupational realia or visuals. Exhibit IX is a TPR sample lesson plan for an Auto Mechanics VESL class. Note that the instructor gives commands, and a student follows the commands, step by step, using auto mechanics realia. After this, the student gives directions to another student. This procedure is repeated until all the students have had a turn.

Strip stories are used to develop comprehension of vocational processes and logical thinking. Exhibit X shows a sample strip story lesson plan for an Upholstery VESL class. Note that the strip story activity can be made applicable to any number of vocational or non-vocational topics, including: changing oil in a car, baking a cake, sewing on a button, building a campfire, loading film in a camera, making tea, repotting a plant, changing a tire, etc.

Using dialogues is a basic ESL technique and is quite common in VESL instruction because many entry level occupations require that LEP students demonstrate a greater degree of oral and listening proficiency than reading and writing proficiency. Exhibit XI features a sample dialogue lesson plan that focuses on the use of telephones.

Note that the dialogue is modeled first. In this case, a tape is used. Following this, the instructor distributes a transcript of the tape and conducts activities to insure comprehension and correct pronunciation. Then, using a function frame handout, the students analyze the conversation from a functional perspective in order to create a new dialogue with the same function but different utterances. Note that the students are encouraged to work in pairs.

EXHIBIT IX: TPR LESSON PLAN

Rationale: Auto mechanics students need to follow directions given by job supervisors.

Vocabulary: to take, to loosen, to take off, to put back, to put on, to pick up, to tighten, wrench nut, washer, bolt

Props: motor mount with bolt, flat washer, lock washer, nut, wrench

Procedure:

1. Instructor reads the following command sequence.
   Student 1 follows the directions step by step.

   a. Take the wrench.
   b. Loosen a nut.
   c. Take off the nut.
   d. Take off the washers.
   e. Take off the bolt.
   f. Put back the bolt.
   g. Put on the washers.
   h. Put on the nut.
   i. Pick up the wrench.
   j. Tighten the nut.
   k. Give them to (Student 2).
   l. Tell him or her what to do.

2. Student 1 becomes the direction giver.
   Student 2 follows the directions.
   Instructor is passive, allowing other students to make corrections.
   This procedure is continued until all students have had a turn.

3. After everyone has practiced the activity, a student writes the directions on the board, while another student follows the directions. The instructor is passive, allowing the students to correct each other. The procedure is continued until all the students have had a turn.

EXHIBIT X: STRIP STORY LESSON PLAN

Rationale: Upholstery students need to understand the steps in making seats.

Visuals: story cut into strips, sentence by sentence.

Procedure:

1. Instructor explains the steps in seat-making.
   a. Staple the burlap over the springs.
   b. Sew the burlap to the springs with a chain stitch.
   c. Stitch the fabric to the burlap with a running stitch.
   d. Pull the decking back.
   e. Put sisal over the burlap.
   f. Put one layer of cotton over the sisal pad.
   g. Put two layers of cotton over the front edge.

2. Instructor selects students to form a group (in this case, a group of seven), giving each member of the group one sentence from the strip story.

3. The group discusses the sentences to determine their correct order.

4. The students position themselves in that order and report their conclusions to the instructor and the rest of the class.

5. The instructor encourages class discussion about the group's presentation.

EXHIBIT XI: DIALOGUE LESSON PLAN

Rationale: LEP students must learn how to use the telephone in a business context in order to get a job and advance in their jobs. This entails learning the language specific to telephone communication as well as the techniques of using a business phone. There are several expressions commonly used on the telephone which are not used in face-to-face communication, or are used differently in the two situations.

Materials: taped telephone conversation, transcript, function frame handout.

Procedure:

1. Students listen to a taped telephone conversation.
2. Students read the transcript. Instructor brings attention to given expressions, their functions and pronunciation.
3. Using the function frame* handout, instructor reviews the functions and language forms and elicits additional expressions which students write in the spaces provided.
4. Instructor selects one of the three situations noted on the handout; and, as a class, the students create a matching dialogue. Pairs of students practice the new dialogue. This procedure is repeated for the other two situations.
5. Students do a written exercise in which they fill in the blanks on a telephone dialogue.
6. Pairs of students write dialogues, using function frames (no forms provided) as guides.

*name and idea adapted from TELEFUN, J. Fox, Public Service Commission of Canada, Ottawa, 1979.

Adapted from a handout developed by Carolyn Feuille, Nick Kremer, and Linda West, and presented at the CATESOL conference, April 1980.

Function Frame Handout

1. **Situation:** Receiving a call

Function:	Greeting office/ department	Identification of company	Self-identification
Form:	Hello.	Shipping Department.	Miss Nguyen speaking.
	_____	_____	_____
	_____	_____	_____

2. **Situation:** Making a call

Function:	Greeting	Self-identification	Asking for someone
Form:	Good morning.	This is Jerry Springer of Compton Electronics calling.	May I speak to Mrs. Langdon, please?
	_____	_____	_____
	_____	_____	_____

3. **Situation:** Referring a call

Function:	Confirming caller's name	Placing caller on hold	Informing someone of a call
Form:	Would you mind repeating your name, please?	Hold on, please.	Mr. Tate, you have a call on extension 58 from Mrs. Roberts.
	_____	_____	_____
	_____	_____	_____

BEST COPY AVAILABLE

Pair practice (or use of dyads) is a particularly good technique for developing conversation skills. Exhibit XII is a sample pair practice exercise. It can be used in a Food Service VESL course. Note that the instructor prepares two incomplete versions of the same handout, with each version differing in what is missing and what is included. Students are divided into pairs, and each partner in a pair is given one of the two different versions. The partners then question each other to fill in the information that is missing on each of their sheets. They must transmit information to each other orally, without showing each other their sheets.

Exhibit XIII is a sample pair practice exercise for an Auto Mechanics VESL course. In this activity, Student A is given a set of questions to ask Student B. Student B is given material with which to provide the answers. The material is an excerpt from a real life auto parts catalogue.

Counseling and Guidance.

Ideally, counselors should be bilingual in English and the students' native language and have multicultural training. If bilingual counselors are not available, efforts should be made to secure bilingual aides and counseling materials. In any case, the counseling staff must develop rapport with the students and gain their trust. They should be aware of the following areas of cultural adjustment that affect LEP students, particularly refugees:

1. Culture shock: the impact of adjusting to a new life in a country with a completely unfamiliar culture, language, and socioeconomic system.

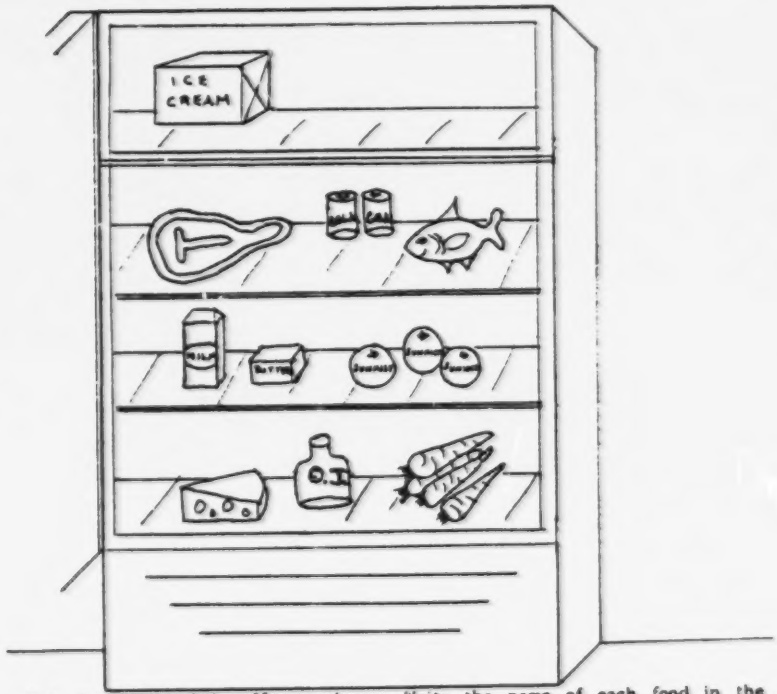
2. Emotional disorders: mental health problems often brought on by separation from family members.

3. Role reversal: women or even children become wage earners or family spokespersons, thus displacing the male heads of household.

The following is a list of recommended techniques for counseling LEP vocational students:

EXHIBIT XII: PAIR PRACTICE EXERCISE FOR FOOD SERVICE VESL

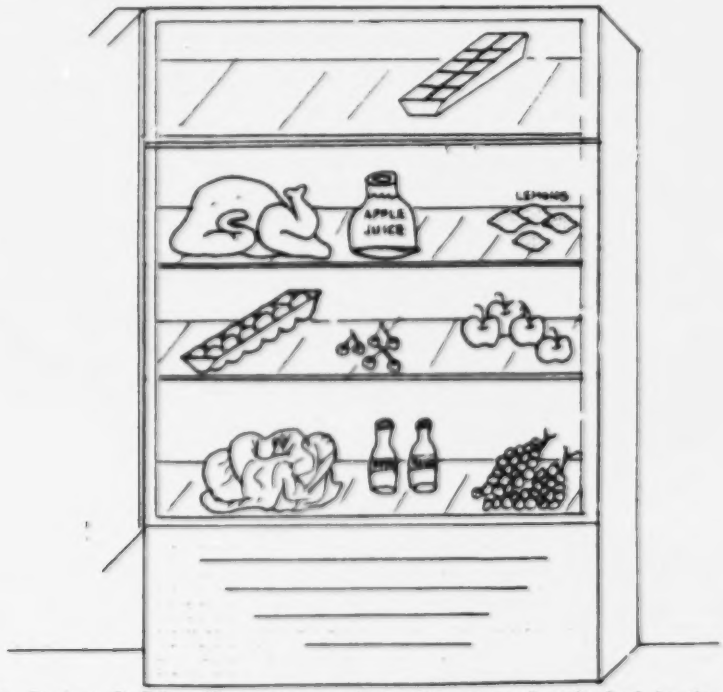
WHAT'S IN THE REFRIGERATOR?



Ask Student A "Where?" questions. Write the name of each food in the correct place in the drawing of the refrigerator.

1. Where is the ice?
2. ___ ___ ___ turkey?
3. ___ ___ ___ beer?
4. ___ ___ ___ apple juice?
5. ___ ___ ___ asparagus?
6. Where are the apples?
7. ___ ___ ___ cherries?
8. ___ ___ ___ lemons?
9. ___ ___ ___ grapes?
10. ___ ___ ___ eggs?

Answer Student A's questions. Use the drawing to tell him where each item is located.



Ask Student B "Where?" questions. Write the name of each food in the correct place in the drawing of the refrigerator.

1. Where is the milk?
2. ___ ___ ___ butter?
3. ___ ___ ___ orange juice?
4. ___ ___ ___ ice cream?
5. ___ ___ ___ fish?
6. Where is the steak?
7. ___ ___ ___ cheese?
8. ___ are ___ oranges?
9. ___ ___ ___ carrots?
10. ___ ___ ___ soft drinks?

Answer Student B's questions. Use the drawing to tell him where each item is located.

EXHIBIT XIII: PAIR PRACTICE EXERCISE FOR AUTO MECHANICS VESL

Ask Student B the following questions. Write the answers.

1. With a 1967 distributor #1DC - 4601A, how many degrees advance are there at 470 RPM?
2. With a 1968-70 distributor #1111473, how many degrees advance are there at 450 RPM?
3. How many inches of vacuum does it take to start the plunger of a 1968-70 distributor #1111987 vacuum advance?
4. a. What is the maximum degrees advance for a 1967 distributor #1111106?
   b. How many inches of vacuum?
5. a. How many degrees is the fullest centrifugal advance of a 1968-70 distributor #1110444?
   b. At what RPM?

Give Student A the answers to his or her questions, using the distributor specifications given below.

DISTRIBUTOR SPECIFICATIONS

*If unit is checked on vehicle, double the RPM and degrees to get crankshaft figures. Breaker arm spring tension 17-21.

Distributor Part No.	Centrifugal Advance Degrees @ RPM of Distributor					Vacuum Advance		Distributor Retard	
	Advance Starts	Intermediate Advance			Full Advance	Inches of Vacuum to Start Plunger	Max. Adv. Dist. Deg. @ Vacuum	In. of Mercury Start Retard	Max. Retard Dist. Deg. @ Vacuum
1967									
1DP-4201	0-1 @ 435	7-9 @ 900	12-14 @ 1700	—	17 @ 2200	4-6	12 @ 19	—	—
1DP-4201A	0-1 @ 490	7-9 @ 970	10-12 @ 1550	—	15 @ 2200	8-10	12 @ 20	—	—
1DC-4601A	@	7-9 @ 930	10-12 @ 1700	—	14 @ 2200	5-7	11 @ 17	—	—
1110340	0-2 @ 475	7-9 @ 950	—	—	14 @ 2200	5-7	11 @ 17	—	—
1110366	0-2¼ @ 400	3¼-5 @ 500	9.51-11.5 @ 950	—	16.5 @ 2200	5-7	11 @ 17	—	—
1111106	0-1 @ 400	0-2 @ 475	7.5-9.5 @ 925	—	17 @ 2200	4-6	12 @ 19½	—	—
1111191	0-1 @ 450	7.5-9.5 @ 1000	—	—	15 @ 2200	8-10	12 @ 20.5	—	—
1111198	0-1 @ 375	7.5-9.5 @ 800	—	—	16 @ 1950	4-6	12 @ 19.5	—	—
1968-70									
1110444	2-3 @ 450	8-10 @ 1000	—	—	@	5-7	11 @ 17	—	—
1110481	0-2 @ 450	7-9 @ 1050	—	—	13 @ 2250	5-7	11 @ 17	5	4½ @ 14
1111191	0-1 @ 450	7.5-9.5 @ 1000	—	—	15 @ 2200	8-10	12 @ 20.5	—	—
1111472	0-1 @ 450	7.5-9.5 @ 1000	-	—	15 @ 2200	4-6	12 @ 19½	—	—
1111473	0-1 @ 400	@	8.5-10.5 @ 850	—	16 @ 2200	8-10	12 @ 20.5	—	—
1111948	0-1 @ 400	0-2.5 @ 450	8.5-10.5 @ 800	—	16 @ 2200	4-6	12 @ 19.5	—	—
1111987	0-2 @ 450	6-8 @ 750	—	—	13 @ 2000	5-7	9½ @ 14.5	5	5½ @ 14
1111988	0-2 @ 500	5-7 @ 825	—	—	14 @ 2100	5-7	9½ @ 14.5	5	5½ @ 14
1112018	0-2 @ 500	4.5-6.5 @ 800	—	—	14 @ 2200	—	—	5	5½ @ 14

1. Educate the students about the role of counselors. Many LEP students are from cultures in which it is expected that school staff will take a directive role, stating clearly what is demanded of students and allowing little room for deviation from requirements. They are unfamiliar with the American expectation that students should take an independent and responsible role in making decisions about his or her education, making rational use of resources that educational institutions have available. Counseling and guidance services may also have a negative connotation to some LEP students. Some may view counseling and guidance as psychotherapy, a service they would use only if mentally ill.

2. Take time to get to know students. If there are constraints on time, spend more time with small or medium-sized groups than with individuals. Train students or former students to be peer counselors.

3. Respect confidences that have been shared by students. Do not reveal anything in a group that a student has shared individually, unless given express permission to do so.

4. Provide some specific, concrete help as quickly as possible. For example, cut through red tape or assist with financial aid or transportation. The immediacy of such action will convey a genuine desire to help and will build one's credibility as a problem-solver.

5. Establish relationships of trust with respected leaders of the students' community. Their endorsement will encourage students to come forward for counseling.

6. Don't be afraid to ask students about their departure from their home country and their experiences since then, but don't push if there is hesitancy to share details. Take time to explore and understand what is probably the most critical and painful experience of the students' lives. Show genuine empathy.

7. Learn to pronounce the students' names correctly; learn some words and phrases in the students' languages.

8. Share personal information, such as struggles to find desirable jobs, exciting things that have occurred, or pictures of family and friends.

It is recommended that counselors develop a vocational training plan for each student. A sample plan is shown in Exhibit XIV. It has five parts:

1. Needs assessment results: scores from English and other tests; summaries of pertinent data collected during intake.

2. Training program: a description of the student's courses, program starting date, and projected date of completion.

3. Training objectives: a list of the major skills the student plans to acquire by program completion.

4. Training goal: a description of the student's post-program goals, e.g., employment or transfer to a four year program.

5. Comments: optional description of need for special support services, financial aid, etc., and what will be done to meet those needs.

The counselor needs to be sure that the student understands and accepts the plan. The goals and objectives need to be attainable, and there must be mutual commitment to work towards them. The counselor should do periodic checkups to assess progress toward goals.

Joint counseling and group counseling are recommended strategies for use with LEP students. Both are alternatives to one-on-one counselor-student meetings.

Joint counseling is a three-way meeting between the student, an instructor, and a counselor. The purpose of joint counseling is to coordinate the provision of services to the student. Joint counseling can occur on a regularly scheduled basis to evaluate periodic progress, or it can take place on an as-needed basis to solve problems as they arise. Regularly scheduled joint counseling is recommended, the theory being that every student deserves to meet regularly with an instructor and counselor who devote their full attention to the student's accomplishments and needs. Multiple staff perspectives can result in the identification and implementation of forms of support and problem-solving that might otherwise be overlooked.

A sample joint counseling session directed at helping a student who has unrealistic job expectations is outlined below:

1. The instructor and counselor explain the purpose and process of joint counseling to the student.

2. The staff members elicit comments from the student on the nature of the problem.

EXHIBIT XIV: VOCATIONAL TRAINING PLAN

_____ Name of Student

_____ Name of Counselor

I. NEEDS ASSESSMENT RESULTS

a. English Skills

Score _____ Name of test _____

Score _____ Name of test _____

b. Vocational Skills

Score _____ Name of test _____

Score _____ Name of test _____

c. Other: _____

_____

II. TRAINING PROGRAM

(e.g., 4 semester sequence of appliance repair courses; 2 semester sequence of Appliance Repair VESL; minimum of one semester of work experience; starting date of 9/86; projected completion date of 6/88.)

III. TRAINING OBJECTIVES

(e.g., Acquire technical certificate in appliance repair and score at the 600 level on the Structured Test of English Language.)

IV. TRAINING GOAL

_____ Full-time employment

_____ Transfer to a four year program

Other: _____

V. COMMENTS: _____

_____

_____

_____ Student's Signature

_____ Counselor's signature

_____ Date

_____ Date

3. The staff members and student jointly identify the student's job-related skills, progress, and interests.

4. The staff members discuss and explain what job goals are realistic, given attainable student skills and local job market opportunities.

5. The staff members assist the student in making an informed occupational choice.

6. The group makes adjustments in the student's program as needed.

7. The instructor and counselor summarize the meeting and, if necessary, make arrangements for a follow-up meeting with the student.

Group counseling is the provision of counseling services by one staff person to several students at one time. Group counseling is a way of maximizing limited counseling resources, encouraging peer support, and maintaining student motivation at a high level.

It is recommended that group counseling be conducted on a regular basis with a student group ranging from five to fifteen in number. The counselor should conduct activities that encourage the students to discuss problems, air complaints, or make suggestions. It is important to note, however, that for some LEP students, activities that call for some level of personal disclosure may be uncomfortable. One way to mediate such feelings is to use a case study approach, presenting hypothetical problems and asking the students to suggest solutions. The students can then move toward discussing their own problems.

Suggested subjects that can be covered in group counseling sessions are:

1. Rationale for program requirements.

2. Institutional policies that affect vocational students.

3. Current job market information--skills needed for different jobs, salaries, and locations of different types of work.

4. Preparing for job interviews.

5. Making decisions about job offers.

6. Employer expectations of workers on the job--attendance, attitude, initiative, appearance, hygiene, and social relationships with supervisor and co-workers.

Job Development.

Job development is an important component in vocational programs for LEP students. There is a need to convince employers that LEP students are employable. The biggest question that employers raise is communication. Can the LEP student handle the communication demands of the workplace? It is the role of the job developer to persuade employers to give job opportunities to program graduates. That is, the goal of job development is to create demand for the program's students in the labor market.

Researching the job market is the key to good job development. While it is probably true that the more employers one contacts, the more job openings may be uncovered, random solicitation is not as effective as a systematic approach. Below are suggested strategies for acquiring job market information.

1. Check newspaper want ads daily.
2. Visit the personnel offices of large corporations.
3. Telephone employers of program alumni.
4. Read business articles in local newspapers to learn about new job market-related developments.
5. Notice "help wanted" signs.
6. Get leads from program sponsors or advisory committee members.
7. Get referrals from one employer to another.
8. Notice the opening of new businesses.
9. Check local Chamber of Commerce listings or other business guides.
10. Network with other agencies such as the Private Industry Council, the Employment Development Department, the Urban League, and the National Alliance of Businesses.

Once adequate job market information has been collected, the job developer should plan how best to promote the vocational training program and its LEP students. Effective promotional presentations are those that stress how the program has been successful in meeting companies' needs. The job developer should emphasize:

1. The program's general reputation in the community at large.
2. The program's past successes, including the percentage of past graduates who were placed and the percentage who remained at those jobs for at least one year. Employers that have hired students from the program should be identified.
3. The program's usefulness in reducing the employer's recruitment, screening, and training costs; alleviating turnover rates; and helping to meet affirmative action goals.
4. The program's provision of support services even after a student has been hired.
5. Other incentives such as tax credits, if appropriate.

The following is a list of recommended promotional methods:

1. Distribute business cards, program brochures or packets, flyers.
2. List the program in the phone book.
3. Issue press releases.
4. Mail a regular newsletter to employers.
5. Make public service announcements.
6. Host a program open house for employers.
7. Give informational presentations to business groups and organizations.
8. Invite employers to sit on the program's advisory committee.
9. Give seasonal greeting cards.
10. Develop slide presentations about the program.

Contacting employers is the next task in job development. Since many employer contacts are needed to develop even one job, it is helpful to set a daily or weekly goal for making a certain number of calls or visits.

Depending upon the characteristics of the firm that has been targeted for job development, there are different categories of individuals that should be contacted. For large employers of white collar workers, it is best to speak with the personnel director or the head of the appropriate department. The personnel director oversees overall hiring and may be in a position to place students in a variety of departments within the firm. Cooperative department heads, on the other hand, may be able to convince reluctant personnel officers of the benefits of hiring LEP persons.

In contacting small to medium-size white collar employers, it is helpful to make initial contact with the president or vice president of the company. If either decides in favor of hiring LEP students, then the personnel staff (if such staff exist) will simply accede.

For blue collar employers, it is important to contact line supervisors in addition to personnel officers. Personnel officers often create a qualified pool from which the supervisors make the ultimate hiring decisions.

In general, the rule for deciding whom to contact is to get to the person who makes the hiring decisions. Too often, job developers spend an inordinate amount of time talking to persons who, however friendly, do not make hiring decisions.

Time is valuable for any employer. Generally speaking, the best times to contact employers are:

1. Tuesday, Wednesday, and Thursday from 9:30 a.m. to 11:45 a.m., and from 1:30 p.m. to 4:00 p.m.

2. Friday between 9:30 a.m. to 12:00 noon.

Mondays and Friday afternoons are not good times to contact employers. They are usually busy planning for the week or trying to clear up unfinished business before the weekend. In the early mornings, employers are organizing the day's agenda.

There are, however, some exceptions. In the food service industry, for example, many employers prefer to be contacted very early in the morning prior to the arrival of the lunch crowd. It is important that the job developer ask the employer for the best time of day to call.

In contacting small and medium-sized blue collar employers, it is fairly easy to simply walk in and introduce oneself to the manager or the person in charge of hiring. Walk-ins are not advisable in contacting large, white collar employers with whom advance appointments are required.

In conducting a walk-in, the job developer must get straight to the point. The entire presentation should not take more than a very few minutes of the employer's time. The objective is to spark an initial interest which can later be pursued through telephone calls.

The main advantage of walk-ins is the direct, face-to-face nature of the presentation. Enthusiasm and sincerity about the value and quality of the vocational training program can be well conveyed in this context. The walk-in also cuts through red tape that might otherwise hamper making direct contact. A disadvantage of walk-ins is the limited amount of time that the job developer has to make a favorable impression.

White collar employers should be contacted first by telephone. The job developer should present enough information about the program during the call to motivate the employer to agree to a meeting. Sometimes an employer will ask for additional information to be sent through the mail or for more time to consider the matter. If either is the case, the job developer should accede to the request but also set up a time and date for follow-up.

Employers are more likely to agree to a meeting if they are told that the meeting will take only ten or fifteen minutes of their time. In meeting employers, similar strategies as those used in the walk-ins should be utilized.

After developing the employer's interest in the program, it is necessary to take the difficult but necessary step of asking for a commitment to interview and hire students. If the employer raises objections, it is important to clarify what these objections are without being defensive or argumentative. Then it is crucial to show that the objections may not be well-founded. Well-prepared statistics, case studies, or letters of support from other employers may help in this regard. Listening effectively is the key to handling employer objections. Exhibit XV is a list of listening strategies that job developers should use.

After handling employer questions and objections, the job developer should close the discussion. A key sign that it is time to close the discussion is when the job developer begins to receive positive feedback from the employer. However, the employer may have reached the end of his objections, but still not be committed to participation in the program. The following are strategies to use to secure cooperation:

1. Make the request for commitment in a way that cannot be answered with "no." Don't say: "Would you like to hire a graduate?" Do say: "When can I bring my student in?" Or better still, say: "Let me bring the student in tomorrow."

2. Refer to impending events in the program that may make the employer want to take some immediate action. Perhaps a new class is graduating, but "the demand for their skills is high." Try to build a sense of urgency in the employer.

3. Offer an inducement that makes the employer feel special or chosen. For example, offer to take the employer on a tour of the program's facilities.

4. Talk in further depth about other firms that have hired graduates. This will reinforce the program's positive image, while possibly stimulating the employer's competitive impulses to follow the lead established by other firms.

The job developer needs to be sure that the employer's commitment, once secured, is a firm one. It is better not to force an immediate commitment than to secure one that the employer will renege on later. Once agreement

EXHIBIT XV: LISTENING STRATEGIES

1. Stop talking; you can't listen while you are talking.

2. Empathize with the other person; try to put yourself in his or her place so that you can understand better what is being said.

3. Don't interrupt; allow the other person to finish talking.

4. Concentrate; actively focus your attention on the other person's words, ideas, and feelings. Smile and nod appropriately; but don't overdo it.

5. Get rid of distractions; put away papers, pencils, etc.

6. Identify the main points; don't get lost in details, anecdotes, statistics, etc.

7. Share responsibility for communication; try to understand; if you don't, ask for clarification.

8. React to ideas, not to personalities; don't allow your personal reactions to the person influence your interpretation of the ideas being presented.

9. Don't argue mentally; this sets up a barrier between you and the speaker.

10. "Listen" for what is not said; sometimes you can learn just as much by determining what the other person omits or avoids saying. Be aware of body language; in some cases, gestures and expressions may be revealing.

11. Don't antagonize the speaker; you may cause the other person to suppress his ideas by taking notes, not taking notes, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to his or her style.

12. Avoid assumptions; they can lead to misunderstandings. Ask for clarification of any ambiguities. Don't stereotype the speaker. People can be unpredictable and not fit into your classifications. Recognize your own prejudices.

13. Avoid hasty judgments; wait until all facts are in.

14. Submerge your emotions; try not to get angry or upset at what is being said.

Adapted from work done by Myriam Chen, former executive director of Chinatown Resources Development Center, San Francisco.

has been reached, the job developer needs to confirm what has been agreed upon, to determine the qualifications for the position the employer wants to fill, and to set a specific date on which to call again or send a student for an interview.

If the employer cannot make a commitment to interview or hire students, he may be able to help in other ways. He may, for example, be willing to provide a work experience site instead. At the end of the encounter, the job developer should express thanks for the employer's time and interest.

Using information collected from employer contacts, the job development staff should develop a program job bank. Care should be taken to maintain a detailed and up-to-date job bank. An accurate history of the program's relationships with employers can guide the future preparation of students for employment. A job bank consists of a set of records that contain:

1. Employer Information.
   a. name of company, address, telephone number
   b. contact person
   c. dates and types of contacts made by program staff

2. Job Openings.
   a. title
   b. duties
   c. hours
   d. part-time or full-time
   e. temporary or permanent
   f. salary
   g. fringe benefits
   h. starting date
   i. opportunities for advancement
   j. experience required
   k. technical skills required
   l. English proficiency required

3. Student Referrals.
   a. name of student
   b. date of referral
   c. results of referral

Clearly, job developers have high pressure jobs. Frequent rejection from employers is the rule, and the job developer needs to have sufficient

ego strength to press on to the next job contact without dwelling on the high ratio of rejections to successes that will be encountered. It is not surprising that many programs have a relatively high turnover rate for job developers, as compared to instructors. The more a program can build in incentives and personal support for job developers, the less the program will experience problems in maintaining job development staff.

Job Placement.

Matching appropriate program graduates to job openings is the purpose of job placement. A good match is beneficial to all concerned: the graduate, the employer, and the program. A mismatch, however, is a setback that is difficult for programs to counteract.

The first task of the job placement staff is to assess student job readiness in two areas: 1) motivation; and 2) skill levels. The following questions might be considered in assessing motivation:

1. Has the student made adequate progress in his or her job search assignments?
2. Does the student have good general knowledge about the job market and the types of jobs he or she qualifies for?
3. Does the student have specific job goals in terms of occupation, location, pay, hours, and benefits?
4. Is the student willing to commute to work? Is so, how far?
5. What is the student's current mind set? Confident? Realistic? Is further counseling needed?

The following questions might be asked in assessing the student's skill levels:

1. What level of English proficiency has the student acquired and how does this affect his or her job options?
2. What types and levels of technical skills has the student acquired in the program?
3. How quickly does the student learn new skills?
4. What is the student's work experience? What are his or her transferable skills?

If a student has been assessed as ready for placement, the program staff must find appropriate job opportunities in the program job bank. In selecting appropriate options, intangible factors need to be considered. For example, the program staff may be aware that a particular employer has a management style that some students would find challenging but others would reject. Program staff must also consider the student's income needs and long-term career goals.

Job placement staff differ in their opinions regarding whether to send more than one student to apply for the same job. On the one hand, this offers the employer a choice and may increase the possibility of the employer hiring through the program. On the other hand, it can create a situation of uncomfortable competition between fellow students.

It is important that LEP students receive extensive job search instruction prior to being sent to job interviews. Interviews involve linguistic and cultural nuances that are difficult to teach. One quick training session conducted just prior to sending a student to an interview will not suffice. Job search instruction should also cover areas such as reviewing job announcements or help wanted ads, filling out application forms, making phone calls, writing cover letters, and developing resumes.

Prior to the job interview, the job placement staff should brief the student on the job opening and the employer. A mock interview may be conducted. The student's concerns about the upcoming interview should be explored and alleviated. His or her confidence should be bolstered.

Job placement staff should also brief employers prior to the interview. Otherwise, the employers may look for much more (or much less) in the applicant than should be expected. This is particularly the case with respect to English proficiency. "Good English" for one employer may mean total,

unaccented fluency, while for others the criteria may be less stringent. During the employer briefing, the program staff should stress the student's strengths without overselling them.

There is some question as to whether program staff should accompany LEP students to job interviews. Ideally, students should be self-reliant and go on their own. If program staff do accompany a student to an interview, the student must be encouraged to handle the interview as independently as possible. The purpose of accompanying the student is to provide moral support. If program staff take an active role in the interview, the student's chance of being hired will be jeopardized.

It is recommended that the program staff contact the employer and the student soon after the interview, no more than one day later, if possible. In contacting the employer, the staff tries to find out if the student will be hired, and if so, what the conditions of employment will be. Even if the student is not hired, the staff person should try to find out why, and what could be done differently in the future. There may also be the opportunity to change the employer's mind at this point.

In talking to the student after the interview, it is important to give the student the chance to relax and release tensions built up by the interview. The student should evaluate his or her performance. It is important for the program staff to get information about specific questions asked and about other screening activities, such as testing, that took place. If the student was not hired, the program staff must build up the student's confidence, suggesting that the experience of being interviewed strengthens the student's future chances of employment.

For students who have been hired, the program staff should maintain long-term contact. There are two purposes to such follow-up. The first is

to identify and mediate any problems that arise after the student begins work. The second is to cultivate a relationship with the employer that may lead to future hiring of the program's students.

The first follow-up contact should be made approximately one month after a student has been hired. Periodic contacts after that time will depend on program policy and staff availability. Some programs use long-term follow-up as a means of gathering information about program effectiveness. For example, one measure of effectiveness is the percentage of program graduates who remain on the job for at least 12 months. Follow-up can be done by mail, but a personal phone call will often elicit more meaningful results.